

W B Goodwin Elementary

5501 Dorchester Road
North Charleston, SC 29418

Grades	PK-5 Elementary School	
Enrollment	637 Students	
Principal	Mary B. Reynolds	843-767-5911
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	19	73	39

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Below Average	No
2006	Below Average	Below Average	No

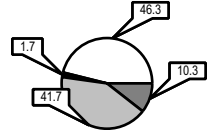
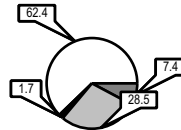
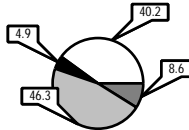
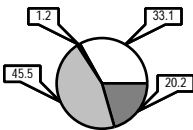
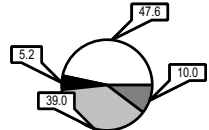
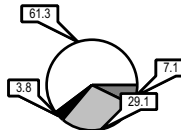
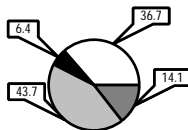
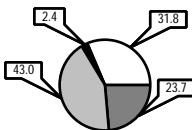
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	280	98.6	33.2	45.0	20.6	1.3	29.4	Yes	Yes
Gender									
Male	153	98.7	39.2	41.6	16.8	2.4	26.4	N/A	N/A
Female	127	98.4	26.5	48.7	24.8	0.0	32.7	N/A	N/A
Racial/Ethnic Group									
White	21	95.2	33.3	40.0	20.0	6.7	40.0	I/S	I/S
African American	214	98.6	34.4	43.9	21.2	0.5	28.6	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	37	100.0	25.9	59.3	11.1	3.7	25.9	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	258	100.0	30.5	46.2	22.0	1.3	31.4	N/A	N/A
Disabled	22	81.8	73.3	26.7	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	280	98.6	33.2	45.0	20.6	1.3	29.4	N/A	N/A
English Proficiency									
Limited English Proficient	38	100.0	24.1	58.6	17.2	0.0	27.6	I/S	I/S
Non-Limited English Proficient	242	98.3	34.4	43.1	21.1	1.4	29.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	240	98.8	33.5	45.3	20.2	1.0	28.6	Yes	Yes
Full-pay meals	40	97.5	31.4	42.9	22.9	2.9	34.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	280	99.3	39.2	47.1	8.8	5.0	27.9	Yes	Yes
Gender									
Male	153	99.3	38.1	44.4	10.3	7.1	28.6	N/A	N/A
Female	127	99.2	40.4	50.0	7.0	2.6	27.2	N/A	N/A
Racial/Ethnic Group									
White	21	95.2	26.7	26.7	20.0	26.7	53.3	I/S	I/S
African American	214	99.5	43.5	46.1	7.3	3.1	24.1	No	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	37	100.0	22.2	59.3	11.1	7.4	33.3	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	258	100.0	37.2	48.4	9.0	5.4	28.7	N/A	N/A
Disabled	22	90.9	64.7	29.4	5.9	0.0	17.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	280	99.3	39.2	47.1	8.8	5.0	27.9	N/A	N/A
English Proficiency									
Limited English Proficient	38	100.0	20.7	65.5	10.3	3.4	34.5	I/S	I/S
Non-Limited English Proficient	242	99.2	41.7	44.5	8.5	5.2	27.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	240	99.6	38.0	49.3	7.3	5.4	26.3	Yes	Yes
Full-pay meals	40	97.5	45.7	34.3	17.1	2.9	37.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	280	100.0	62.4	28.5	7.4	1.7	9.1
Gender							
Male	153	100.0	59.1	29.9	10.2	0.8	11.0
Female	127	100.0	66.1	27.0	4.3	2.6	7.0
Racial/Ethnic Group							
White	21	100.0	43.8	25.0	18.8	12.5	31.3
African American	214	100.0	65.1	29.2	4.7	1.0	5.7
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	37	100.0	66.7	18.5	14.8	0.0	14.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	258	100.0	61.4	28.7	8.1	1.8	9.9
Disabled	22	100.0	73.7	26.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	280	100.0	62.4	28.5	7.4	1.7	9.1
English Proficiency							
Limited English Proficient	38	100.0	62.1	27.6	10.3	0.0	10.3
Non-Limited English Proficient	242	100.0	62.4	28.6	7.0	1.9	8.9
Socio-Economic Status							
Subsidized meals	240	100.0	63.1	28.2	6.8	1.9	8.7
Full-pay meals	40	100.0	58.3	30.6	11.1	0.0	11.1

Social Studies							
All Students	280	100.0	46.3	41.7	10.3	1.7	12.0
Gender							
Male	153	100.0	45.7	38.6	13.4	2.4	15.7
Female	127	100.0	47.0	45.2	7.0	0.9	7.8
Racial/Ethnic Group							
White	21	100.0	43.8	25.0	25.0	6.3	31.3
African American	214	100.0	46.9	42.7	8.9	1.6	10.4
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	37	100.0	44.4	44.4	11.1	0.0	11.1
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	258	100.0	45.7	41.3	11.2	1.8	13.0
Disabled	22	100.0	52.6	47.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	280	100.0	46.3	41.7	10.3	1.7	12.0
English Proficiency							
Limited English Proficient	38	100.0	44.8	44.8	10.3	0.0	10.3
Non-Limited English Proficient	242	100.0	46.5	41.3	10.3	1.9	12.2
Socio-Economic Status							
Subsidized meals	240	100.0	48.1	39.3	10.7	1.9	12.6
Full-pay meals	40	100.0	36.1	55.6	8.3	0.0	8.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	94	100.0	36.1	38.6	24.1	1.2	25.3
	4	107	100.0	32.2	51.7	16.1	0.0	16.1
	5	96	100.0	52.8	30.3	16.9	0.0	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	21.1	50.0	25.0	3.9	28.9
	4	88	97.7	35.6	37.0	27.4	0.0	27.4
	5	105	99.0	41.6	47.2	11.2	0.0	11.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	94	100.0	32.5	56.6	7.2	3.6	10.8
	4	107	100.0	44.8	44.8	10.3	0.0	10.3
	5	96	100.0	52.8	31.5	11.2	4.5	15.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	40.8	48.7	7.9	2.6	10.5
	4	88	98.9	25.7	52.7	13.5	8.1	21.6
	5	105	100.0	48.9	41.1	5.6	4.4	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	94	100.0	61.4	36.1	2.4	0.0	2.4
	4	107	100.0	69.0	23.0	8.0	0.0	8.0
	5	96	100.0	73.0	21.3	2.2	3.4	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	63.6	29.9	6.5	0.0	6.5
	4	88	100.0	52.0	34.7	13.3	0.0	13.3
	5	105	100.0	70.0	22.2	3.3	4.4	7.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	94	100.0	36.1	51.8	12.0	0.0	12.0
	4	107	100.0	44.8	52.9	2.3	0.0	2.3
	5	96	100.0	64.0	28.1	5.6	2.2	7.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	36.4	53.2	10.4	0.0	10.4
	4	88	100.0	49.3	30.7	18.7	1.3	20.0
	5	105	100.0	52.2	41.1	3.3	3.3	6.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 637)				
First graders who attended full-day kindergarten	93.8%	Up from 87.6%	100.0%	100.0%
Retention rate	2.1%	Down from 3.3%	3.8%	2.8%
Attendance rate	95.8%	Up from 95.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%	Up from 1.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%	Up from 0.0%	0.0%	0.0%
Eligible for gifted and talented	0.0%	Down from 2.6%	3.8%	10.4%
On academic plans	62.0%	N/AV	49.0%	33.6%
On academic probation	46.1%	N/AV	2.6%	1.0%
With disabilities other than speech	4.1%	Up from 3.9%	7.2%	7.5%
Older than usual for grade	0.5%	Up from 0.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	42.9%	Up from 37.3%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.1%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	5.9%	Up from 2.9%	2.9%	0.0%
Teachers returning from previous year	76.6%	Up from 75.2%	83.2%	87.3%
Teacher attendance rate	95.4%	Up from 91.5%	94.6%	94.9%
Average teacher salary	\$38,046	Up 3.0%	\$41,360	\$42,485
Prof. development days/teacher	15.3 days	Down from 19.6 days	14.7 days	13.3 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 19.2 to 1	16.4 to 1	18.6 to 1
Prime instructional time	88.4%	Up from 83.0%	88.4%	89.7%
Dollars spent per pupil*	\$6,131	Up 13.1%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	54.8%	Down from 67.9%	60.6%	64.0%
Percent of expenditures for instruction*	74.3%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff of W. B. Goodwin Elementary have now defined specific educational goals as we begin our journey toward academic excellence. It is important for teachers, students and parents to know and understand their children's data and collectively develop plans to help every student make Adequate Yearly Progress (AYP). We are benchmarking our progress by periodically analyzing various data that includes Measures of Academic Progress (MAP) for second through fifth graders, Dominion for Kindergarten through third graders, Stanford 10 for first through third graders, and the DIAL 3 for Child Development students. The administrators, teachers and students update goals after each testing session. Celebrations occur as the students meet their goals, and new goals are then developed or in some cases revised. Teachers use the data for instructional decisions so that they can continue to meet the needs of all students. Interventions are implemented and monitored to be sure we continue to serve our children appropriately.

The S.C. State Standards and the Coherent Curriculum, which includes a pacing guide and common assessments, are the blueprints for our instructional planning and delivery. We set challenging goals for our students because we believe that high expectations result in exemplary performance. Grade level teachers meet with the principal and teacher coach on a weekly basis to discuss progress.

Our Family Literacy Coordinator offers a variety of effective parenting programs throughout the year with the emphasis on parents participating for progress. Cross Community Church opens its doors for our family literacy team to offer our parents GED, ESL, parenting classes, and Motherhead. We have a parenting room on campus for interactive literacy programs that include the parents visiting their children's classrooms and a follow-through meeting to discuss their observations and participation. There is an invited guest to share at each of these meetings.

We are excited that 13% of our student body is Hispanic, and we now have an ESOL teacher on campus to help reach the needs of these students and families. Everyone at Goodwin makes a commitment to all children so they know and feel success. We know that our students have great potential, and we are committed to helping them reach that potential.

The principal has an open door policy to ensure a school climate that is friendly and inviting. It is essential to work together as we move forward to guarantee the success of the boys and girls of Goodwin Elementary.

Mary B. Reynolds, Principal

Marzel Thomas, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	63	35
Percent satisfied with learning environment	95.3%	81.0%	74.3%
Percent satisfied with social and physical environment	88.4%	90.3%	73.5%
Percent satisfied with school-home relations	62.8%	82.3%	84.4%

*Only students at the highest elementary school grade level at this school and their parents were included.